Ministry of
Education

2012/13
Annual Service Plan Report

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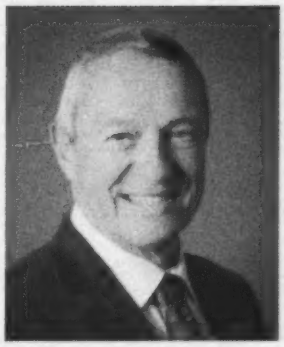
Message from the Minister and Accountability Statement



I am pleased to present the *Ministry of Education 2012/2013 Annual Service Plan Report*.

British Columbia has a great education system. We have skilled teachers and high levels of student achievement. But as good as it is - education must keep pace with a rapidly changing world.

In the coming year, we will continue to build a strong economy and a secure tomorrow for all children. We're committed to long term education stability through lasting labour peace with teachers. Such an agreement would provide greater certainty and stability for all partners in the education system. It would serve to enhance B.C.'s education system and help us to further address complex classroom needs.

We are also making our education system more flexible, dynamic and adaptable by focusing on personalized learning for every student, quality teaching, flexibility and choice, high standards, and learning empowered by technology.

To help guide this transformation we want to make sure students have more access to skills and trades training so they can take advantage of the jobs of the future and help build the economy. To support this major initiative, a new Superintendent of Trades and Transitions is helping to expand educational pathways and learning opportunities for students pursuing trades and technology careers.

As well, a Superintendent of Reading is working with teachers in school districts across the province to improve reading skills, particularly for students in kindergarten to grade three. This work will continue in the coming year.

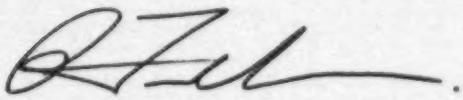
Our ERASE Bullying strategy is the most comprehensive anti-bullying and threat assessment program in Canada. As part of this program, more than 4,000 people have already received training and there are safe school co-coordinators in all 60 school districts. Training will resume this September, and over the next four years, some 15,000 school staff and community partners in every region of B.C. will receive anti-bullying and threat assessment training.

We've reached out to stakeholders to review B.C.'s graduation program and the future of student assessment and our review of curriculum is continuing.

Through capital investments across B.C. we are providing students with modern learning environments. As well, since 2001, government has spent or committed more than $2.2 billion to seismically upgrade or replace 213 high-risk schools. It is anticipated it will cost a further $600 million to address the remaining 102 high-risk schools in the province.

The *Ministry of Education 2012/13 Annual Service Plan Report* compares the actual results to the expected results identified in the Ministry's *Revised 2012/13 - 2014/15 Service Plan*, published in June 2013. I am accountable for those results as reported.

In the year ahead, I look forward to working with our education partners to provide all students in British Columbia with the best education possible.



Honourable Peter Fassbender
Minister of Education

June 18, 2013

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Purpose of Ministry

The education system is complex, but at its core, it's a learning partnership between the student, the family and teachers. This partnership – supported by the Ministry – is ultimately responsible for ensuring every learner receives a high quality education. A high quality education enables learners to realize their full potential and contribute to the well being of our society. It supports students as they develop the foundational skills of reading, writing, and math, as well as other essentials necessary in the 21st century, such as self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital information literacy.[1]

Inspired by innovative change already taking place in B.C. communities our education transformation efforts respond to the realities and demands of a world that has already changed dramatically and continues to evolve. Engagement and consultation with educators, students, parents and other British Columbians has led to a shift in how ministry business is conducted. The Ministry is continuing to actively solicit input, feedback, and comments from the public, students, parents, teachers, and education partner organizations through online, social media, and face-to-face engagement efforts.

Co-governed by the Ministry of Education and boards of education, K-12 education in British Columbia is part of a complex network of partners. Partners include independent school authorities, professional education organizations, community literacy organizations, public libraries, First Nations representatives, provincial ministries and agencies, and the private sector. As we modernize how education is delivered, each of these partners continues to have a specific role to play in working collaboratively to support the learning partnership and striving to provide every learner with a high quality education.

The Ministry supports education transformation at all stages of the formal and informal education system, working closely with education stakeholders in early learning programs, the K-12 school system, and community literacy and life-long learning initiatives.

The Ministry works closely with the Ministry of Children and Family Development to enhance childcare services, Early Childhood Development services and early learning initiatives. Preschoolers and their families benefit from Ministry initiatives such as StrongStart BC early learning programs, which help children develop skills they need to succeed in school and life. Full-day kindergarten is also helping young people begin their journeys toward personal fulfillment and contribution to the province and world.

In collaboration with the Ministry of Advanced Education, education and industry partners, the Ministry is supporting trades and skills training activities to ensure students transition smoothly to post-secondary and workforce opportunities. The Ministry also supports connections with communities through Neighbourhood Learning Centres and through fostering development in public libraries.

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[1] Adapted from the *School Act*.

The K-12 system serves approximately 564,000 public school students, 74,300 independent school students, and 2,100 home-schooled children. More than 65,600 Aboriginal students are included in these numbers, as are more than 4,700 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education. Although independent schools form part of the education system in B.C. and the majority deliver the provincial curriculum, they maintain a level of autonomy with respect to governance, program delivery and staffing.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K-12 education system and public libraries. It also monitors performance through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level. Under the *Teachers Act*, a system has been established to certify, regulate and discipline teachers through shared responsibility between the Ministry and the education sector.

Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Strategic Context

British Columbia's real GDP increased by 1.7 per cent in 2012 (according to preliminary GDP by industry data from Statistics Canada), following growth of 2.8 per cent in 2011. Annual gains in the domestic economy during 2012 were observed in employment, consumer spending and housing starts. BC's exports fell during the year, however, as global demand weakened and prices fell for some key commodities. Several risks to British Columbia's economy remain, including further slowing of domestic economic activity, renewed weakness in the US economy, the ongoing European sovereign debt crisis threatening the stability of global financial markets, exchange rate volatility, and slower than anticipated economic growth in Asia dampening demand for BC's exports.

The Need for Education Transformation

- We are in a world of accelerated change: a time of thinking globally and acting quickly, when it is not what you know but how you use that knowledge that matters.
- B.C. already has one of the best education systems in the world, but not all students graduate and not all those who do graduate have the critical thought and collaboration skills it will take to thrive in the future.[2]
- Many of today's career opportunities did not even exist a decade ago. Students need to have the skills to adapt in a rapidly changing world.
- With an aging population and shrinking workforce, British Columbia is facing skills shortages in its labour market, particularly in high-skill occupations and high-growth industries,[3] putting added pressure on B.C. graduates.
- Increased competition in the global economy makes improving the productivity of B.C.'s workforce a necessary and urgent priority.
- Other education systems are overtaking ours in their ability to prepare students with critical skills and knowledge.[4]
- Students are growing up in a world that is increasingly connected and reliant on technology. Communication is instantaneous and information is available from anywhere at any time.
- Our education system was designed in an earlier century and cannot meet the challenges students are facing now, or those that they will face in the future.

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[2] Statistics Canada. (2005). *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003*. (Catalogue no. 89-617-XIE).
http://www.statcan.gc.ca/pub/89-617-x/89-617-x2005001-eng.pdf

[3] *Skills for Growth—BC's Labour Market Strategy to 2020*.
www.workbc.ca/docs/Skills_for_Growth_Strategy.pdf

[4] Programme for International Student Assessment (PISA) of 15-year-old's reading, math and science skills.

The Foundations of Education Transformation

The Ministry and its partners are transforming the education system and improving students' ability to find success in school and in life. The transformation is based on a few key ideas:

- Children are born learners;
- Teachers are passionate about teaching;
- Every student has his or her own unique learning style, as well as individual motivations and interests. Education which brings out the best in each student must take into account diverse learning; and
- An effective education system collaborates and communicates well between its partners, whether students, families, teachers, schools, districts, Government, or the public.

Five Key Elements to Support Transformation:

- Personalized Learning: creating student-centered learning that's focused on the needs, strengths and aspirations of each individual student, or group of students sharing a common culture, history or language, and giving teachers and schools the flexibility to make sure all students are well served by their educational program.
- Quality Teaching and Learning: building better support for teachers as they continue to adjust their roles to match what students need. With strong professional standards and increased flexibility, teachers are designing personalized education that opens the door to educational success for British Columbia's young people. By recognizing parents as vital partners, and by engaging them more proactively in their child's learning, students are being better supported both at school and at home.
- Flexibility and Choice: increasing choice for students and families with respect to how, when and where learning takes place. Boards of education now have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning. With the new *School Calendar Regulation*, boards of education and education authorities are now able to offer more creative scheduling options that better meet the needs of students and families.
- High Standards: ensuring the education system provides strong core skills, abilities and knowledge for all students by improving accountability, effective measurement of progress and the quick identification of student challenges.
- Learning Empowered by Technology: encouraging smart use of technology in schools, giving students and teachers the tools they need to help improve student success, as well as better preparing students to thrive in an increasingly digital world.

Report on Performance

This annual service plan report provides data and discusses the results related to the measures in the *Ministry of Education 2012/13 – 2014/15 Service Plan*. The Province's fiscal year does not parallel the school year; therefore, some data is unavailable at this time. However, the ministry is committed to making information and data publicly available and accessible, and consistently makes student achievement information available through the ministry's reporting website, DataBC, and through publicly accessible tools like Discover Your School.

Performance Results Summary Table

Goal 1: Personalized, flexible education that enables students to be successful. For greater detail see pages 11 to 16	**2012/13 Target**	**2012/13 Actual**
1.1 A personalized learning system that takes into account the learning motivations, needs and styles of individual students		
1.2 A flexible education system, that provides families, students and teachers choices in how, when and where education is delivered.		
1.3 An education system that is focused on student success.		
Percentage of students who successfully complete their grade level and transition to a higher grade level the following year	Grade 8 ≥97% Grade 9 ≥97% Grade 10 ≥92% Grade 11 ≥87%	Data Available January 2014
Percentage of students who complete school within six years of first starting Grade 8	≥82%	Data Available October 2013
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	Data Available October 2013
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	≥70%	Visit the Student Transitions Project for results.
Goal 2: Effective support for teachers For greater detail see pages 17 to 18	**2012/13 Target**	**2012/13 Actual**
2.1 Improved communication with teachers		
2.2 Improved support for teachers		
Goal 3: An effective, accountable and responsive education system For greater detail see pages 18 to 23	**2012/13 Target**	**2012/13 Actual**
3.1 High standards for individual students		
The percentage of children who enter kindergarten developmentally ready to learn	73%	Data Available Fall 2013
Percentage of students in Grade 4 and 7 who meet or exceed reading expectations	Grade 4 ≥75% Grade 7 ≥73%	71% NOT ACHIEVED 66% NOT ACHIEVED
Percentage of students who pass a Grade 10 and 12 language arts provincial exam	Grade 10 ≥96% Grade 12 ≥94%	Data Available September 2013
3.2 High standards for the education system		
3.2 A transparent and responsive education system that works with families, business and communities to position students for success in post-secondary education and in the workplace.		

Goals, Objectives, Strategies and Performance Results

The Ministry of Education has three main goals:

- **Personalized, flexible education that enables students to be successful;**
- **Effective support for teachers; and**
- **An effective, accountable and responsive education system**

The Ministry is working with our education partners to create a high quality, flexible and personalized education system that supports students in their challenges and encourages their natural strengths and motivations. We are committed to an education system that is more open and accountable to students, families, communities and the public, and better connected and responsive to their needs. Through the combined efforts of all partners in the education system to remove obstacles and provide guidance, our students will become responsible, well-educated citizens, who pursue their dreams, strengthen their communities, and contribute to a more prosperous British Columbia.

Goal 1: Personalized, flexible education that enables students to be successful

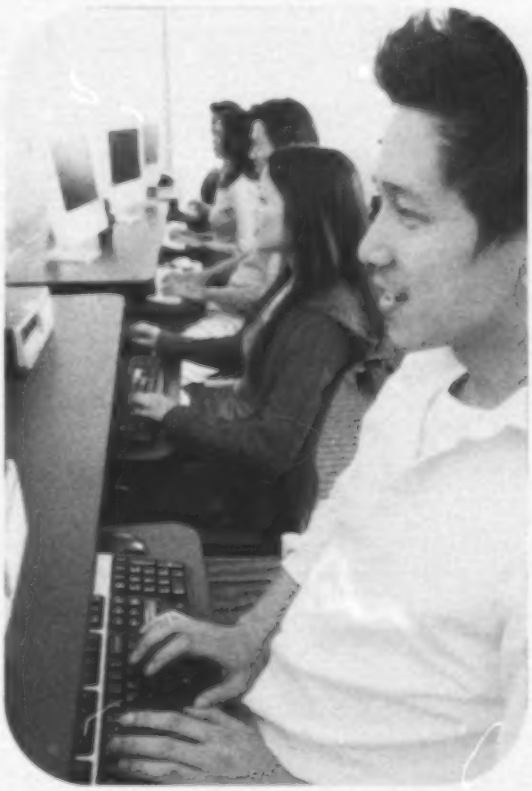
The Ministry is committed to ensuring students in British Columbia reach their potential. Rich, play-based, early learning experiences benefit children academically and socially, increasing the likelihood that they will be reading, writing, and doing math at grade level by Grade 4, and that they will continue to succeed in school and life. A more personalized, student-centred approach to learning allows learners more freedom to pursue their individual interests and passions within a particular topic, while still learning the foundational skills of reading, writing and math.

Objective 1.1: A personalized learning system that takes into account the learning motivations, needs and styles of individual students.

While a solid knowledge base in the foundational skills is critical and will be maintained, in order to better prepare students for the future there will be more emphasis on key competencies like self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy. Students also need to be connected more directly with the world outside of school, with increased focus on learning these skills across topic areas.

Strategies

- Changing our current curriculum and assessment methods, to make them more responsive to individual students;
- Creating an inclusive education system that recognizes and supports the needs of Aboriginal, French-language, English Language Learning (ELL), international and rural students, as well as students with special needs; and
- Understanding, with our education partners, the technology students need to support success in personalized learning, and how we can facilitate access to that technology together.



Objective 1.2: A flexible education system, that provides families, students and teachers choices in how, when and where education is delivered.

Students and families deserve choice with respect to how, when and where learning takes place and how students are organized for learning.

The Ministry and its partners need to be flexible and respond to students as they explore and eventually discover their passions. Many students decide on goals that require academic post-secondary study. Others find success with options created to help them realize their dreams even sooner, such as a career in the trades. Still other students are interested in athletics and the arts. Whatever their path, students will continue to create blended learning opportunities through distributed, or online, learning and classroom-based environments.

Strategies

- Increasing access to learning opportunities for students by recognizing a variety of options, including traditional classrooms, distributed learning, independent schools, learning in the community, including public libraries, and group learning options;
- Creating more flexibility within the funding system for education to support flexible and personalized learning; and
- Supporting the development of Neighbourhood Learning Centres through guidance and sharing of promising practices.

Objective 1.3: An education system that is focused on student success

The Ministry and its partners have a unique opportunity to facilitate the development of learners who finish school ready to contribute to strengthening our society. It is only by working together that we can determine how to define success in school, how to measure it, how to identify and support students with learning challenges and how to anchor students' learning in the real world.

Families need to be involved in planning their child's education and in helping them to achieve success. In partnership with their children's teacher and their child, parents play a vital role in supporting their child's learning.

Students learn better when they are healthy and safe. To promote positive mental health and wellness while preventing bullying and violent behaviours, the Ministry has introduced an anti-bullying strategy, including an online reporting tool for students.

Strategies

- Creating a positive educational environment that allows students to discover their strengths and provides students with opportunities to overcome challenges and learn to succeed;
- Working with the Ministry of Advanced Education to develop a joint strategy to increase the number of K-12 students entering post-secondary education and training and to facilitate transitions to the workplace; and
- Aligning assessment practices with personalized learning.

Performance Measure 1: Grade-to-Grade Transition

Performance Measure		2010/11 Actual	20011/12 Actual	2012/13 Target	2012/13 Actual
Percentage of students who successfully complete their grade level and transition to a higher grade level the following year	Grade 8 to Higher Grade	97%	97%	≥97%	Data Available January 2014
	Grade 9 to Higher Grade	96%	96%	≥97%	Data Available January 2014
	Grade 10 to Higher Grade	90%	91%	≥92%	Data Available January 2014
	Grade 11 to Higher Grade	86%	87%	≥87%	Data Available January 2014

Data Source: Grade to grade transition rates are based on data collected by the Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

Discussion

This measure represents the percentage of students who in a given year successfully complete the grade level they are at and transition to a higher grade level the following year. Secondary grade-to-grade transition rates have increased since 2006/07 and remained steady in recent years.

Ministry Response

How students move from one grade to the next gives us a clear idea of whether they are succeeding. The more students transition in a timely fashion from one grade to the next, the greater the likelihood they will graduate and the better prepared they are to move into the workplace or continue their education.

Performance Measure 2: School Completion

Performance Measure	2010/11 Actual	20011/12 Actual	2012/13 Target	2012/13 Actual
The percentage of students who complete school within six years of first starting Grade 8	81%	82%	≥82%	Data Available October 2013
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	54%	56%	56%	Data Available October 2013

Data Source: Completion rates are based on data collected by the Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

Discussion

Six-year completion rates are determined by calculating the percentage of students who successfully complete provincial graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 for the first time in a B.C. public or independent school.

Completion rates have long been a performance measure because young adults are better positioned to transition to post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.[5]

Ministry Response

While B.C. currently enjoys a reputation as one of the top jurisdictions internationally in education, to maintain that position well into the future, the Province must embrace change. A personalized learning model has the flexibility to build on the strengths, interests, and passions of individual students.

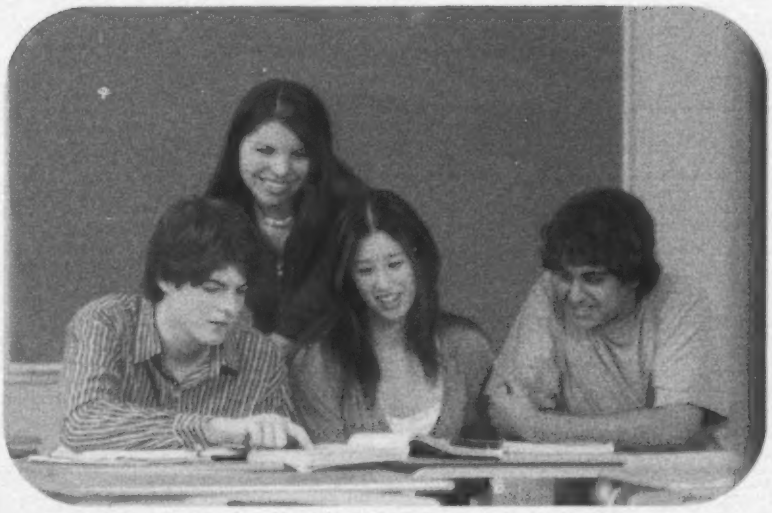
To further increase B.C.'s completion rate, Government has supported new measures to increase student engagement through personalized learning. Provincial superintendents of achievement are helping school districts examine student outcomes[6] by providing districts with data on students at risk of not completing school, and by developing mechanisms that districts can apply to monitor those students' progress. LearnNow BC, the Province's virtual learning support service, is providing students around B.C. with more choices and first-rate tutoring.

Aboriginal students are best served by improvements designed specifically to engage them, and to enrich their school experience. The Ministry is working with school districts and Aboriginal communities throughout the province to establish Aboriginal education enhancement agreements. These agreements establish collaborative partnerships between Aboriginal

[5] For more information about past and present completion rates and complementary facts, please visit www.bced.gov.bc.ca/reporting/.

[6] Completion rates are calculated using an estimate of out-migration from British Columbia. Completion rates are calculated for each district, but because out-migration cannot be accurately estimated at the school level, completion rates are not calculated for individual schools.

communities and school districts that involve shared decision making and specific goal-setting to meet the educational needs and interests of Aboriginal students. This provides for local control of strategies and approaches to improve Aboriginal student success. Fifty-three out of 60 school districts have signed agreements. At the same time, the Ministry has introduced English First Peoples 10 and 11, in addition to providing English First Peoples 12.



Finally, based in part on input from school districts, and as part of our ongoing goal to have every student achieve their full potential the Ministry is reviewing the completion rate and exploring the creation of a more comprehensive measure of student success. Personalized learning for every student will require new ways of assessing the success of every student.

Success Rate

Each year the Ministry produces a Six-Year Completion Rate which tracks students to determine the percentage who complete provincial graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 for the first time. An adjustment is made to estimate the number of students who leave British Columbia. Districts review the completion rate and several then take the additional step of creating a modified version at the district level to account for local contextual factors like changing demographics and short-term international exchange students.

The Ministry engaged with school districts to create the Success Rate, a complementary measure related to completing school based on comparing the expected results for individual students with their actual outcome. The intent of the Success Rate is to more accurately reflect the success of every student by removing students who are known to have moved from the Province, international students who are studying in BC on a short-term basis, deceased students, and students who withdraw due to serious illness. The Success Rate will track individual students and will not use an out-migration estimate.

The Success Rate, like the Completion Rate, will be useful to track improvement over time; however, it will take a number of years to build up a history.

Performance Measure 3: Transition to Post-Secondary

Performance Measure	2010/11 Actual	20011/12 Actual	2012/13 Target	2012/13 Actual
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	Data Available May 2015	Data Available May 2016	≥70%	Data Available May 2017

Data Source: Ministry of Advanced Education, Innovation and Technology, Student Transitions Project

Discussion

The transition rate of high school students to public post-secondary education gives insights into what proportion of high school students are accessing the public post-secondary system. The Student Transitions Project was created to help us better understand this transition of students.

Immediately after graduating from high school, about half (51%) of the high school graduates in B.C. enrol in post-secondary education. A significant group (12%) transition into post-secondary education after a "gap" year. After three years, two-thirds (67%) of high school graduates have enrolled in post-secondary education. Although these results pertain to the 2007/08 graduating cohort, the results are similar for other cohorts.

Expectations are high for graduating students applying to post-secondary institutions. Colleges and universities are looking for students who can already think creatively and communicate effectively. The rate of transition to post-secondary education is a good indicator of how well the K–12 education system is preparing students for the 21st century. Research indicates that individuals with post-secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life. However, post-secondary studies may not be relevant to the interests of all students. For more information on transitions to post-secondary, please visit www.bced.gov.bc.ca/reporting/.

Ministry Response

Students should be encouraged to discover their individual passions and pursue their interests. A personalized approach to the delivery of educational services enables students to leverage their strengths and pursue developmental opportunities specific to their needs. This may result in students engaging in various post-secondary programs, and include further academic pursuits, skills training, athletics, and the arts. A personalized learning model motivates students by providing flexibility and choice. Through educational experiences like Planning 10, all students explore a wide range of post-secondary program options that can lead to a variety of career opportunities.

Goal 2: Effective support for teachers.

At the heart of an outstanding education experience are great teachers who embrace the role of guiding students not only in what to learn but how to learn. We need to continue supporting B.C. teachers in this role so they can continue helping our students succeed in a rapidly changing world. At the same time, the teaching profession needs to be administered in a way that respects teachers by ensuring high standards put student success and the public interest first.

Objective 2.1: Improved communication with teachers.

Teachers already communicate, share information and learn from each other. We can support and enhance the potential of that collaboration by helping to expand communication with other teachers, administrators, districts and the Ministry. Doing so will create increasingly valuable opportunities for teachers and school districts to improve classroom practice and also to inform Ministry actions in the future.

Strategies

- Engaging with teachers to learn what they need to improve classroom practice and to feel effectively supported; and
- Finding new ways to share teachers' knowledge of effective teaching practices across the education system.

Objective 2.2: Improved support for teachers.

The Ministry is working to support teachers in improving student outcomes through helping them develop their classroom practice, improve their school culture, and attain their career goals.

Strategies

- Improving educational opportunities for teachers in training before they begin their teaching careers;
- Improving teachers' ongoing professional development opportunities;
- Connecting new teachers with experienced teacher mentors;
- Supporting teachers who want to take leadership roles in schools; and
- Working with districts and teachers to ensure teachers have access to effective technology to support student success.

Discussion

The Ministry is working to identify performance measures to track its progress under the Goal 2 and the related objectives. Please refer to future Service Plans and Annual Service Plan Reports to see the Ministry's progress.

Goal 3: An effective, accountable and responsive education system

With school district operating grants surpassing $4.7 billion in 2012/13, the education system, as stewards of these public funds, needs to demonstrate accountability, professionalism and transparency in its decision-making processes and actions to maintain the confidence of British Columbians. We need to know that students are receiving an education that gives them the best chances in life. An effective, accountable and responsive education system is clearly focused on student success and consists of people who collaborate and understand their roles in facilitating that success. British Columbia's world-class education system is one that is focused on the future, learns from past experiences and reports clearly and publicly on its progress, achievements and challenges.

Objective 3.1: High standards for individual students

Monitoring and assessing student progress provides essential information on the effectiveness of approaches and informs decision making. As a result a review of provincial assessments is currently underway to ensure assessment supports student learning and provides the Ministry and school districts with the most relevant information.

Effective classroom assessment practices are essential to student success and will be even more vital in a more personalized learning environment. Educators will have more ability to decide how and when each student is assessed. New tools are being developed to provide greater access and transparency, richer information, and more consistency across the province on student progress. Regular reporting to parents both formally and informally will be enhanced.

Strategies

- Building a better understanding of how to support and measure student success from the early years to graduation in a way that supports learning and aligns with targets;
- Creating a new set of graduation standards, based on the knowledge, skills, and core competencies that students will need to compete in today's global workforce; and
- Creating a reporting system that supports student learning and enhances the ongoing connection between families and teachers.

Performance Measure 4: School Readiness

Performance Measure	2007/08 – 2008/09 Actual	2009/10 – 2010/11 Actual	2012/13 Target	2012/13 Actual
The percentage of children who enter kindergarten "developmentally ready" to learn	71.4%	69.1%	73%	Data Available Fall 2013

Data Source: The Human Early Learning Partnership, through the University of British Columbia, is funded by the ministries of Children and Family Development, Education, and Health.

Discussion

By understanding how young children are doing in the province, communities and government ministries are able to provide better supports and services for B.C. families.

With the active involvement of kindergarten teachers, the Early Development Instrument (EDI)[7] collects information in all 60 B.C. school districts and measures five key areas of a child's development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. The information gathered is then examined to reveal any population trends in the development of children that could lead to better early learning education policies and practices.

Though sponsored in full by the Province, the EDI is administered by the Human Early Learning Partnership at The University of British Columbia.

Prior to 2008/09, data was collected in waves over three-year intervals by the Human Early Learning Partnership. In 2008/09, data was collected for the whole province. Starting with 2009/10, data for the whole province is being collected over a two-year period.

[7] For more information about the Early Development Instrument, please visit http://earlylearning.ubc.ca/edi/

The 2009/10 & 2010/11 EDI Provincial Summary Reports indicate 31% of children vulnerable in one or more of the key developmental areas assessed. Vulnerability means that a child is at increased risk of difficulties in the school years and beyond. The Performance Measure for School Readiness baseline of 69 percent is based on this 2009/10 and 2010/11 EDI vulnerability measure. This baseline percentage reflects a realistic representation of the number of children who entered kindergarten "developmentally ready" to learn in the school system, based on parent uptake of available programs.

Ministry Response

The Ministry has made major investments in B.C.'s education system to benefit early learners. The most prominent examples, StrongStart BC early learning programs for children birth to age 5 and full day kindergarten for five-year-olds, will support learning and development among children and lead to increased student achievement.

It is anticipated that as the number of parents who opt to participate in available programs, such as StrongStart BC, with their children increases, and as school districts expand their efforts to reach out to parents of pre-school aged children, so too will the number of children entering kindergarten "developmentally ready" to learn.

The Ministry is also exploring districts' classroom assessment processes that would provide greater understanding of children's development early in the school year. These processes complement the Ministry's new personalized learning approach as early assessments provide teachers with meaningful information to plan instruction that meet the needs of each child.

Performance Measure 5: Grade 4 and 7 Reading

Performance Measure[1]	2010/11 Actual	2011/12 Actual	2012/13 Target	2012/13 Actual
Percentage of students in Grade 4 who meet or exceed reading expectations[2]	69%	70%	≥75%	71% Not Achieved
Percentage of students in Grade 7 who meet or exceed reading expectations	66%	64%	≥73%	66% Not Achieved

Data Source: Foundation Skills Assessment data, Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

[1] The number of students meeting or exceeding expectations is divided by all students in the province. If the students who did not write the assessment are removed from the calculation, the percentage meeting or exceeding expectations in the performance measure changes. For comparison, if the Ministry recalculated scores excluding students who did not write the assessment, the percentage of Grade 4 students meeting or exceeding expectations in reading was 82 per cent in 2011/12.

[2] This should be the first performance measure to reflect the effect of full-day kindergarten on student achievement; however, that positive influence will not be evident until at least 2015/16 when the first cohort of students who experienced full-day kindergarten in 2011/12 reach Grade 4.

Discussion

The current Foundation Skills Assessment[8] (FSA) measures the percentage of public and independent school students in grades 4 and 7 who meet or exceed grade-level expectations in reading, writing, and numeracy. These skills form the foundation for other learning, including 21st-century skills such as critical thinking and creative problem solving. The assessment is administered to all students at those grade levels. Standards set by the Ministry are based on the recommendations of B.C. teachers.

The FSA provides trend data overtime. With more than 10 consecutive years of information, the Ministry uses reading as an example of the basic skills necessary for student success to monitoring system improvement from year to year.

Ministry Response

The FSA was chosen as a measure because it can provide information on students' performance over time in key areas of learning. This measure provides all education partners with information to evaluate how well students are learning basic skills and to make plans to improve student achievement.

As we work toward educational transformation in B.C., provincial assessments will be revised to reflect new directions. The Province remains committed to high standards and student success

Performance Measure 6: Grade 10 and 12 Language Arts Exams

Performance Measure[1]	2010/11 Actual	2011/12 Actual	2012/13 Target	2012/13 Actual
Percentage of students who pass a Grade 10 language arts provincial exam[2]	90%	91%	≥96%	Data Available September 2013
Percentage of Grade 12 students who pass a Grade 12 language arts provincial exam[3]	92%	90%	≥94%	Data Available September 2013

Data Source: Provincial Required Examinations data, Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

[1] Of the students who wrote a provincial examination in a grade 10/12 language course, this represents the percentage of students who passed the exam.

[2] Exams include English 10, English First Peoples 10, and Français langue première 10.

[3] Exams include Communications 12, English 12, English First Peoples 12, and Français langue première 12.

Discussion

Now more than ever students will need strong literacy and numeracy skills to succeed in work and life. A strong foundation in these skills is also essential for success in post-secondary education and training.

The Grade 10 language arts exam requires students to read and comprehend text, think critically about literature, and write clearly. It offers another opportunity to identify and better serve students struggling in school.

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[8] For more information about the Foundation Skills Assessment, please visit www.bced.gov.bc.ca/assessment/fsa/

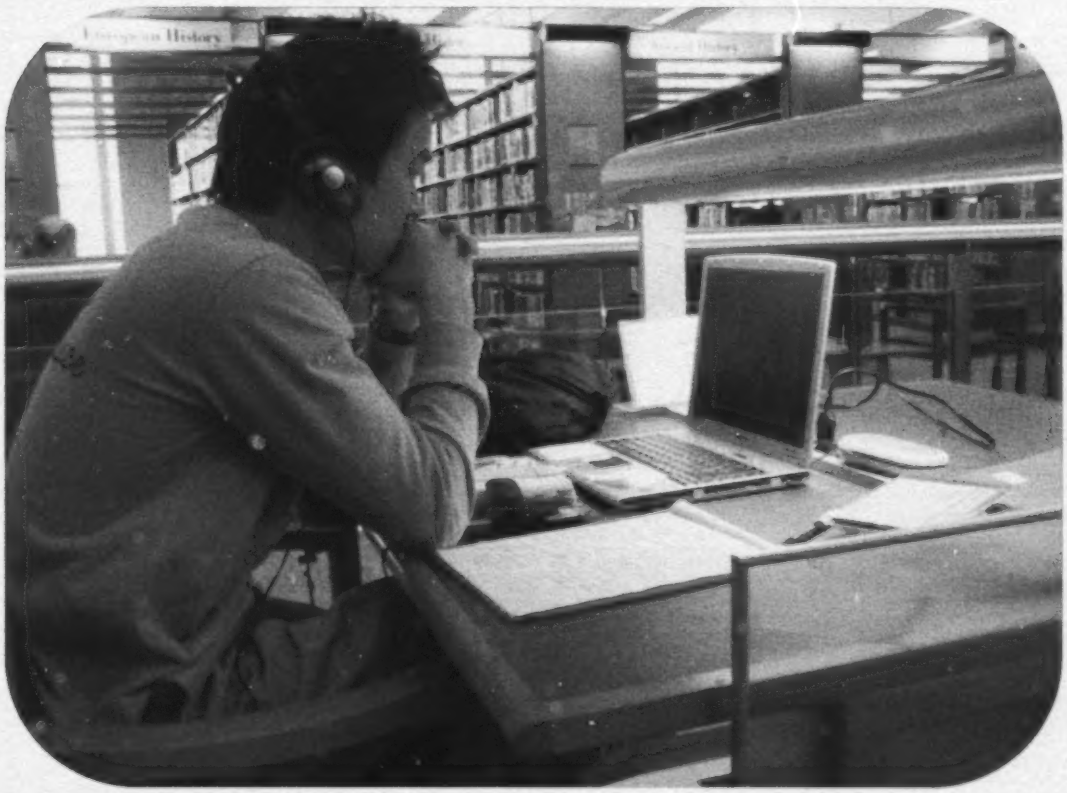
The Grade 12 language arts exam provides a clear indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation.

Grade 10 and 12 exams also serve the Ministry and education system as useful performance indicators. For more information on Grade 10 and 12 language arts and other required exams, please visit www.bced.gov.bc.ca/reporting/.

Ministry Response

Students in British Columbia are achieving high results on the Grades 10 and 12 language arts provincial exams, with targets met or nearly met. Language arts examinations are key performance measures and the targets have been established to highlight their importance as a fundamental component for success.

The implementation of courses in English First Peoples 10, 11 and 12 has provided greater curricular relevance and opportunities for learners as they work towards success in meeting their language arts requirements. Similarly, a move to personalized learning will offer students and educators greater choice, flexibility, and increasingly relevant approaches to teaching and learning. These initiatives are part of long-term and ongoing measures to improve student performance in language arts and communication skills.



Objective 3.2: High standards for the education system.

Students, families and teachers all need the teaching profession to be administered in a way that ensures high standards and puts the public interest first. Families need to feel safe sending their children to school and children need to feel safe while at school.

Creating an education system that can respond to students' personal learning needs requires the accurate collection and understanding of information about students: who they are, how they are doing and what their personal learning needs are.

Strategies

- Improving oversight for the teaching profession, including performance management and incentives; and
- Improving the accountability framework that guides the education sector toward improving student achievement.

Objective 3.3: A transparent and responsive education system that works with families, business and communities to position students for success in post-secondary education and in the workplace.

In our goal to improve outcomes for all students, the Ministry and its partners are working to reach out to families and the public and engage in productive dialogue. We are working to make more information and data sets publicly accessible, except those which may hold legally sensitive or personal information. With more information available to students, teachers, parents, interest groups, researchers or members of the public, a richer conversation about education can take place through which new ideas will arise, leading to improved student success.

Strategies

- Creating a system to engage citizens in the way we transform education, including an enhanced web presence and public dialogue around education transformation;
- Creating ways for families to engage in their student's learning and in the process of education transformation; and
- Making the data and information of the education system transparent and accessible to students, parents, teachers, administrators and those working to improve education in B.C.

Report on Resources

Core Business Area	Estimated	Other Authorizations[1]	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Education Programs	5,231,972	1,800	5,233,772	5,197,167	(36,605)
Learning Improvement Fund	30,000		30,000	60,000	30,000
Executive and Support Services	46,666	42,725	89,391	95,996	6,605
Statutory Account (Funding for Children's Education Fund Special Account)		46,731	46,731	46,731	0
Transfer from General Account to Children's Education Fund Special Account		(46,731)	(46,731)	(46,731)	0
Statutory Account (Teachers Act)	6,210	652	6,862	6,862	0
Sub-total Operating Expenses	**5,314,848**	**45,177**	**5,360,025**	**5,360,025**	**0**
Adjustment of Prior Year Accruals [2]				(19,471)	(19,471)
Total	**5,314,848**	**45,177**	**5,360,025**	**5,340,554**	**(19,471)**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	978		978	349	(629)
Total	**978**		**978**	**349**	**(629)**
Capital Plan ($000)					
Public Schools	435,461		435,461	409,206	(26,255)
Total	**435,461**		**435,461**	**409,206**	**(26,255)**

[1] Other Authorizations" include Supplementary Estimates, Statutory Appropriations, and Contingencies. The Ministry obtained access to Government contingency for the accrued expense for the Teachers Pension Plan liability arising from the accounting treatment of the December 2011 actuarial evaluation result for the Plan, and specifically results from a downward revision of future forecasted earnings of the Plan. 2012/13 expense is $55.8 million.

[2] The Adjustment of Prior Year Accrual of $19.5 million is a reversal of accruals in the previous year.

Income Statement for Public Schools

School Districts	2012/13 Budget	2012/13 Actual	Variance
Combined Income Statement ($000)[1]			
Total Revenue	5,587,835	5,649,243	61,408
Total Expense	5,569,491	5,577,131	7,640
Operating Results	18,344	72,112	53,768
Gain (Loss) on sale of capital assets (if applicable)		12,394	12,394
Net Results	**18,344**	**84,506**	**66,162**

[1] The combined budget forecast income statement includes estimates for 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity. The above variance is mainly due to a change in accounting policy relating to revenue recognition timing between the sector and the Province that had not been included at the time of the budget forecast.

Annual Service Plan Report Appendices

Appendix A: Ministry Contact Information

General Enquiries
The Ministry of Education provides a single contact point for the public to ask questions relating to the Ministry's activities.

The operating hours for the Ministry's general enquiries line is Monday to Friday, 8:30 am to 4:30 pm, excluding statutory holidays.

General Enquiries Line: 1 888 879-1166

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